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ABSTRACT

The major goal of this guide is to provide easily understood information on the basic characteristics of individuals classified as special needs learners (in this case, disadvantaged and handicapped persons) and on basic methods that have been proven to be effective with them. Updated from a previous publication, this handbook is targeted to include not only vocational educators but also the many other professionals involved in employment-related education and training of individuals who have special needs, such as professionals in private industry or in manpower development programs funded under the Job Training Partnership Act. The booklet is organized into five sections. The first section, which introduces the guide, answers the question: "Who is the special needs learner?" In sections 2 and 3, disadvantaged learners and handicapped learners (i.e., emotionally/behaviorally handicapped, learning disabled, mentally handicapped, hearing impaired, physically handicapped, speech impaired, and visually handicapped) are discussed. In a question-and-answer format, these sections cover the definition of disadvantaged and handicapped learners and their special needs as well as provide some practical suggestions that can be used to help them. Methods for testing these various groups of special needs learners are covered in the fourth section, while the final section lists organizations in Indiana and in the nation that can provide help for persons working with special needs learners. (KC)

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Summer 1983

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To obtain additional copies of this publication or to receive additional information on working with special needs learners or on using this material, contact:

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Introduction:

Who Is the Special Needs Learner?

The term "special needs learner" arose from vocational education legislation and is used to describe individuals who require special services or assistance in order to succeed in a regular vocational training program or who require a modified vocational education program. This term can include a number of different types of individuals from those in correctional institutions to unwed mothers or persons who have been homemakers all of their lives and are now faced with supporting themselves and possibly their families. The two major special needs target groups identified in the vocational education legislation, however, are the **disadvantaged** and the **handicapped**, and these are the two major groups addressed in this publication.

The major goal of this publication is to provide easily understood information on the basic characteristics of individuals classified as special needs learners and on basic methods that have been proven to be effective with them. This handbook represents a revision of a previous publication entitled The Special Needs Student: A Guide for the Vocational Educator. In this current revision we have broadened the target audience to include not only vocational educators, but the many other professionals involved in employment-related education and training of individuals who have special needs. Such individuals might include professionals in private industry or in manpower development programs such as those funded under the Job Training Partnership Act. We have also updated the background information on the special needs learner and added a section on testing procedures for use with these individuals.

Recognition should be given to Steve Savage and Sharon Goh who wrote and/or revised significant sections of this handbook as well as to the clerical and editorial staff of Vocational Education Services who assisted in the publication of this handbook.

Patricia L. Sitlington, Ph.D.
Vocational Special Needs Coordinator

The Disadvantaged

The disadvantaged learner is an individual (other than handicapped) who has either academic or economic limitations, and requires special assistance in order to succeed in a vocational training program. An **academically disadvantaged** learner is one who is not classified as handicapped but who lacks reading, writing, and/or math skills or is performing below grade level. This can be a rather broad group of indiviudals including limited English speaking persons, dropouts, and functionally illiterate adults. An **economically disadvantaged** individual is one who: a) has a family income at or below the national poverty level; b) is unemployed or whose parent or guardian is unemployed; c) is a recipient or whose parent or guardian is a recipient of public assistance; or d) is institutionalized or under state guardianship.

What are some special needs of the disadvantaged learner?

The disadvantaged learner's needs vary considerably, depending on the individual's background and present skills. Some of these students may have limited use of English and may need instruction in spoken and written English. Many have a low self-image, negative attitude towards institutions and authority, and low academic skills. They may need encouragement to improve their self-concept and assistance to help them develop academic skills. They may also need assistance in developing sound work habits and attitudes.

What can be done to help?

There are several teaching strategies that will promote success for the disadvantaged learner. Some approaches to consider include:

- Providing realistic concrete goals
- Providing individualized "hands on" instruction

- Rewarding the learner whenever possible
- Slowing the pace of instruction, making sure the individual understands directions
- Involving the learner in setting rules and regulations
- Using a "contract" approach for completing assignments or maintaining attendance
- Providing as many positive experiences as possible
- Providing additional time to complete work -- keeping homework to a minimum
- Relating instruction to the learner's immediate future and/or present needs
- Providing a sound role model to assist in acquiring good work habits and attitudes

The Handicapped

For the purposes of employment-related education and training the handicapped learner is one who is currently receiving special education services (or who received such services when he/she was in school) and who requires special assistance in order to succeed in a regular vocational training program or who requires a modified vocational program.

The types of disabilities that fall under the term handicapped are varied. Traditionally the exact terminology and definition used to determine each disability corresponds to the definiton and terms used by the special education division of each state department. The following sections describe the major disability areas served by special educators in the majority of states.

The Emotionally/Behaviorally Handicapped

Emotionally handicapped, emotionally disturbed, and behaviorally disordered are terms often used to describe a similar handicapping condition. Individuals with this type of handicap generally have no apparent physical, sensory, or intellectual problems, yet they persistently exhibit behaviors that disrupt the learning process. What distinguishes an emotional/behavioral disorder from a short-term emotional problem is the intensity and duration of the behavior problem and the fact that it interferes significantly with the individual's own growth or with the lives of others. The learner may be unable to make adequate academic progress and may have a great deal of difficulty in achieving satisfactory interpersonal relationships.

Patterns of behavior that appear most frequently are: 1) aggressive or hostile behavior, 2) anxious, withdrawn, and introverted behavior, and 3) inadequate-immature behavior evident in preoccupation, lack of interest, sluggishness, laziness, and daydreaming.

What are some special needs of the emotionally/behaviorally handicapped learner?

The emotionally handicapped learner needs a calm, orderly environment and consistent discipline. It is important to prevent this individual from becoming frustrated. Distractions such as blinking lights, repetitious noise, unpleasant odors, and a hot, stuffy room tend to increase his or her frustration. This student will be most comfortable in a setting where the expectations, rewards, and consequences are fair, predictable, and consistent--not only for the emotionally handicapped, but for every learner.

What can be done to help?

The professional and other learners should show respect for the learner's individual personality. He or she may be difficult to work with at times, but problems should be dealt with individually. The emotionally handicapped individual depends on the instructor to help him or her stay "on target."

Changes in physical facilities and equipment are not usually needed for learner's with emotional/behavioral disorders. Changes in curriculum and materials are also usually not required unless the individual also has a learning-related disability. An instructor may, however, need to change his or her teaching strategies to meet the needs of the emotionally/behaviorally handicapped.

Several techniques that an instructor might use include:

- Encouraging appropriate behavior by calling attention to constructive and desirable actions
- Letting the learner know that his or her behavior is acceptable with a nod, wink or pat on the back
- Maintaining consistent discipline
- Maintaining a consistent schedule when possible
- Implementing learner-instructor contracts. This is a two-way agreement which states that a learner must complete or behave in a certain way within a given time and for a predetermined reward. The length of time for the contracts should start at 2-3 days and increase as the individual appears able to cope. The contract rewards should be individual and delivered as agreed.

The Learning Disabled

Although possessing average or above-average intelligence, learning disabled individuals are seriously deficient in one or more educational skills. Functionally, the learning disabled individual is one who has severe difficulties in understanding, integrating, or producing spoken or written language. The disorder may affect only one area such as reading, writing, thinking, talking, listening, spelling, or arithmetic, or it may extend to several areas.

Perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia are among the conditions included in the term learning disabilities. However, the term does not include learning problems which are primarily due to emotional disturbance, to mental retardation, to visual, hearing, or motor handicaps, or to being economically disadvantaged.

What are some special needs of the learning disabled learner?

Since the learning disabled learner does not lack intelligence, he or she can learn at a normal rate if instructional materials and teaching strategies are adjusted to help the individual overcome his or her specific weaknesses. However, since the term learning disabilities covers a wide range of deficits, no one adjustment is suitable for all individuals.

Despite the diversity of specific learning disabilities, certain features are often cited as being characteristic of learning disabled individuals. These include: hyperactivity (disruptive motor behavior); impairments in ear- or eye-hand coordination; emotional outbursts; clumsiness; distractability; perseveration (a tendency to repeat behavior when it is no longer appropriate); and impulsivity (thoughtless behavior). Not all learning disabled students will exhibit all these characteristics; some will exhibit none, or will possess other, equally disturbing behaviors.

It is important to remember that these behaviors must be dealt with before or while attempts to overcome specific learning problems are made.

What can be done to help?

The professional must first determine the nature of the specific learning disability, identify any accompanying problem behaviors, and then make changes in his or her instructional materials and teaching strategies accordingly. Modification in instructional methods and materials should center on working around the learner's area(s) of weakness (i.e., reading).

Adjustments to be considered include:

- Teaching, reviewing, and testing orally if the learner has a reading deficiency. This might include taping readings or tests.
- Teaching, reviewing, and testing in a written mode if the learner has difficulty interpreting oral instruction
- Repeating key points in a variety of ways to ensure learning
- Encouraging "learning by doing" by providing as many hands-on experiences as possible
- Varying activities frequently throughout the learning period to maintain interest
- Removing unnecessary distractions (visual and auditory) from the individual's work area
- Maintaining a predictable instructional routine to eliminate unexpected changes and confusion
- Allowing the use of calculators, dictionaries, and memory aids whenever appropriate
- Allowing additional time for completion of assignments and/or decreasing the number of problems/readings to be completed

The Mentally Handicapped

Mildly mentally handicapped (MMH), mildly handicapped, and moderately and severely/profoundly retarded are among the many terms used to describe those individuals who possess learning-related handicaps.

Individuals who are labeled **mildly mentally handicapped** are those who show mild deficits on standardized intelligence tests and who show mild deficits in adaptive behavior particularly in performing academic and social tasks. Mild mental handicaps usually affect achievement in all academic areas. These individuals may also appear to be less personally and socially mature than their nonhandicapped peers. Nevertheless, mildly mentally handicapped students can usually achieve a level of social and vocational skills necessary to support themselves adequately.

Individuals who are labeled **moderately mentally handicapped** are those who show moderate deficits on standardized intelligence tests and moderate deficits in adaptive behavior. While those individuals may have considerable difficulty with academic learning, they are capable of learning to care for themselves and achieve some independence in both home and work environments.

What are some special needs of the mentally handicapped student?

Mildly mentally handicapped learners need more time to learn. They may need time to complete a task and put away their materials because of poor coordination or awkwardness. Generally, however, these students have better manual dexterity than mental performance. Ability to evaluate their own efforts is limited in the mildly mentally handicapped. They need to be given frequent deserved praise in order to strengthen confidence in their ability to perform designated tasks. This will help enhance their self-image.

The mildly mentally handicapped individual also needs more stimulation and assistance than the regular learner. All material used for teaching the mildly mentally handicapped must be at the learner's level of interest and comprehension. Activities must be geared to the individual's attention span and the materials must be within his or her ability to complete with a reasonable feeling of satisfaction.

Many of the needs of the mildly mentally handicapped learner apply to the moderately mentally handicapped learner. In addition, academic skills in the curriculum should be reduced - simplified. Activities should relate to more direct or functional needs of the learner. There is also a greater chance there will be physical complications which will require changes in instruction or in the physical environment.

What can be done to help?

All mentally handicapped learners (mild, moderate, severe/profound) can and do learn. However, they may have trouble with the level of the material and the pace maintained in the regular instructional program.

Items to consider when instructing **mildly mentally handicapped** include:

- Simplifying the scope and language of written material
- Outlining and explaining an activity in a step-by-step manner until the learner is able to carry out the activity unaided
- Allowing the individual extra time to complete activities
- Presenting new material at a slower pace
- Using immediate positive reinforcement, even for small accomplishments
- Requiring repetition of each task to ensure over-learning

- Using concrete examples and plain language
- Demonstrating each step of a task before asking the student to attempt it
- Being consistent in requests

When instructing **moderately mentally handicapped** individuals consider all of the above plus:

- Using a task analysis approach, break the task down into small steps and teach the steps in a sequential manner
- Choosing an instructional setting that closely resembles the environment in which the student will use the skill
- Further reducing or simplifying academic materials - teach only academic skills necessary to perform the task
- Determining if the individual learns better by verbal instruction, demonstration, physical assistance, or some combination of all three
- Teaching social and environmental cues, such as where and when to perform a task

The Hearing Impaired

Impairments in hearing ability vary in their severity depending upon the amount of hearing loss. Generally, a loss of 20 decibels or fewer in the better ear is a slight hearing loss, a loss of 20-40 decibels is a mild loss, a 40-60 decibel loss is moderate, and a severe hearing loss is in the 60-80 decibel range. A loss greater than 80 decibels in the better ear accompanied by an inability to hear and/or understand speech is clinically regarded as deafness.

A hearing-impaired person must often rely on modes of communication such as speech reading, finger spelling, sign language, gestures, facial expressions, and writing. Individuals with normal hearing ability may use gestures and facial expressions to enhance their communications with others; however, a hearing-impaired person often depends on these other modes of communication as his or her primary means of contact with other individuals.

What are some special needs of the hearing-impaired learner?

Different problems accompany a hearing loss depending upon the age at which an individual became hearing impaired and the severity of the loss. For example, if the loss occurred before the age of five, speech and language must be taught, since it cannot be acquired in everyday exchanges with parents, friends, etc. Speech learned in this way is likely to be mechanical and hard to understand. On the other hand, if a person suffers a major hearing loss later in life, he or she may find it difficult to adjust to changes in activity caused by the loss. Minor hearing losses at any age are often accommodated without much difficulty.

Generally, where the hearing loss is both long-standing and major, confusion and a feeling of isolation may plague the hearing impaired. Hence, these individuals will need help not only in adapting to instructional methods, but also in developing a positive self-image.

It is important to remember that the language ability (the ability to communicate through the spoken word) of the hearing-impaired person is not an indication of his or her intelligence.

What can be done to help?

First, the instructor must determine the extent of the hearing loss and its possible effects on performance. Second, hearing-impaired learners should be allowed to choose the most appropriate mode(s) of communication.

Items to consider in the delivery of material or in adapting the physical environment include:

- Placing key phrases and vocabularies on blackboards, charts, and handouts
- Using diagrams and transparencies
- Using gestures to emphasize major points; touching and standing near people and equipment
- Touching the hearing-impaired student to get his or her attention and to reinforce your message
- Facing the hearing-imparied learner, using brief sentences and avoiding over-enunciation of words
- Providing a "buddy" for the hearing-impaired individual, who may act as an interpreter and assist the learner in taking notes
- Attempting to keep the overall noise level low, because hearing aids worn by some hearing-impaired students cannot sort out important sounds from background "noise"
- Attending to possible safety hazards. Machines with warning signals may need flashing lights to make them safe for the hearing-imparied student

The Physically Handicapped

An individual is physically handicapped if he/she has 1) a severe orthopedic problem which is found to be a serious impairment of his/her locomotion or motor functions or 2) a health impairment which limits the individual's strength, vitality, or alertness and is caused by a chronic or acute health problem, leading to an inability to function without assistance in the regular instructional program or demanding a need for greater protection than the regular program provides.

Examples of such handicapping conditions include cerebral palsy, amputations, spinal cord injuries, heart condition, epilepsy, and hemolphilia. This condition may have been present from birth or have occurred in childhood or adulthood.

What are some special needs of the physically handicapped learner?

While there is a relatively small percentage of physically handicapped individuals in the overall population, it is important to recognize the needs these learners have. Supportive services, program modifications, and facility modifications may be necessary because of several limitations, including impaired mobility, impaired control over both gross and fine body movements, impaired stamina and strength, and impaired communication skills.

The individual's attitude and physical ability may be influenced by both the length of time the student has had the handicap and the status of the handicapping condition (i.e., stable, deteriorating, improving). Different behaviors, capabilities, and instructor expectations are likely even for individuals with the same kind of physical handicap.

What can be done to help?

To meet the special needs of a physically handicapped learner the professional should work closely with the individuals special education or vocational resource teacher (if in a public school setting) or an occupational or physical therapist, or contact an agency involved in working with the specific handicap.

Usually changes in facilities and equipment or in the strength and stamina demands of tasks are the most needed modifications. These changes may include:

- Widening aisles and doorways to provide access to the classroom or shop
- Raising or lowering work surfaces to ease access and eliminate hazards
- Adding special levers or switches to equipment used by an individual with limited hand, leg, or arm movement

Above all, the individual must be treated with respect, honesty, and understanding--not pity. The physically handicapped realize that they must deal daily with their disability and the resulting inconveniences. Attempting to ignore a handicap is of little help to the individual. The instructor must recognize the limitations caused by the handicap and assist the learner in reaching his/her vocational and personal goals.

The Speech Impaired

An individual may be classified as speech impaired if he/she has a communication handicap that adversely affects advancement in social, emotional, and/or vocational development. Communication handicaps are often grouped into the following types of problems: a) articulation, which includes disorders in which speech sounds are incorrectly produced, such as omission or substitution of speech sounds within words; b) fluency, such as stuttering or abnormally fast or slow speech; c) voice, primarily having to do with the pitch, loudness or quality of the voice; and d) language, which may include problems in understanding or processing what is being said or expressing what the learner wants to say.

It is important to note that individuals are not considered speech impaired unless their speech patterns are substantially different from the speech patterns of their peers. Such patterns as nonstandard pronunication and language usage or regional dialects are not considered speech impairments.

What are some special needs of the speech-impaired learner?

The needs of the speech-impaired learner arise from the effect the oral language problem has on his/her social, emotional, and vocational development. The learner may need help in dealing with the disability and special considerations when it comes to making oral presentations, participating in group discussions, or in understanding what is being presented. He/she may also need help in informing peers about the problem and what they can do to help.

Obviously, the speech impairment will need to be taken into account in helping the individual set vocational goals. Depending upon the nature of the impairment, professional help from a speech clinician may lessen or sometimes completely eliminate the speech problem.

What can be done to help?

Specific treatment of a speech impairment is usually done by a trained professional such as a speech pathologist or speech therapist. There are however, some things that can be done to assist the individual in adapting to the training setting and to his/her target vocational placement.

Steps to be taken include:

- Working with the learner and the speech professional (if available) in determining the best method of having the learner communicate with the instructor and with his/her peers
- Allowing the learner sufficient time to express him/herself
- Avoiding placing the individual in embarrassing situations in which he/she may have to address a group, if not prepared to do so
- Working with the learner's peers in accepting the speech impairment
- Making certain the individual understands all instruction if the impairment involves a problem in processing what is being said

As with all disabilities, the most important thing is to show these individuals that they are respected and realize that their problems in communicating with others often hide the knowledge and abilities they do possess.

The Visually Handicapped

The phrase visual impairment or visual handicap refers to a variety of physical conditions associated with loss of sight, ranging from blindness (total loss of sight) to varying degrees of reduced or restricted vision. Three basic types of visual impairments, in addition to blindness, are: 1) Reduction in visual acuity--an individual may be unable to see clearly and thus may need to get very close to an object in order to distinguish it. Some individuals may see things only as a blur and be unable to distinguish detail at a distance. 2) Restriction in field of vision--an individual may see only part of the picture seen by a person with normal vision. 3) Impaired color vision --an individual may be unable to distinguish between certain colors.

What are some special needs of the visually handicapped learner?

The special needs of the visually handicapped will vary with each individual. In general, learners with visual impairments may need assistance in mobility. That is, they may need to be made familiar with actual objects and their locations within the instructional setting or work area. In addition, visually-impaired learners may require modified printed versions (e.g., large type) of material used in the classroom. They may also require additional time to complete assigned tasks.

What can be done to help?

Instructors must first acquaint themselves with the student's method of coping with his or her visual impairment. Some individuals may be very skillful at compensating for their loss of sight and may only require additional time for trial and error when introduced to new tasks.

Approaches to consider in adapting instruction and the physical environment include:

- Providing additional verbal instruction and utilizing tape recordings to enhance student learning
- Providing the learner with a "buddy"--another individual who can help the visually-impaired learner in taking notes, finding answers to questions, etc.
- Talking to the learner on a person-to-person level as you would any other individual in the class
- Showing the learner where things are located in the shop--this is something a "buddy" could do
- Providing well-lighted working areas and adjustable work surfaces so the learner can get close enough to his or her work
- Keeping thoroughfares clear of obstructions. Doors should be fully open or shut. If objects are rearranged, make sure the visually-impaired individual is told
- Modifying equipment by adding buzzers or other warning signals

Testing and the Special Needs Learner

As this brochure has indicated, learners with different disabilities have different instructional needs. While the same notion is true for testing, some considerations may be made for all special needs learners when assessing progress.

Items to consider include:

- Using testing to assess progress, not strictly for grading purposes
- Using hands on performance-based tests rather than academically-oriented tests
- Making an attempt to keep the testing situation as non-threatening as possible
- Determining the best mode of testing each individual (i.e., oral, "hands on", written, or other)
- Having the individual's learning resource or special needs teacher (if available) review or help develop and/or administer the test

Items to consider when testing individual's with specific needs include:

For the disadvantaged:

- Having the test translated to the learner's native language if necessary
- Considering how the individual's culture affects the test and the testing process
- Taking into account the academic skills of the learner

For the emotionally/behaviorally handicapped:

- Insuring non-threatening testing situations
- Monitoring behavior to minimize inappropriate behavior
- Insuring calm, orderly, organized testing situations
- Eliminating distractions
- Keeping testing time short

For the learning disabled:

- Administering the test in the appropriate mode (oral, written, or pictorial)
- Making instructions simple, repeating instructions, or having the learner repeat instructions
- Eliminating distractions from the testing situation
- Allowing additional time for test completion
- Requiring the individual to re-check answers to correct impulsive responses

For the mentally handicapped:

- Keeping academics at a minimum
- Using oral rather than written examination
- Keeping testing time short
- Making instructions simple, repeating instructions, or having the learner repeat instructions
- Using concrete or "real-life" testing items and situations

For the hearing impaired:

- Allowing the learner to sit closer to the instructor
- Using the appropriate communication system for the individual--verbal, speech reading, sign language, or total communication
- Using written tests or written instructions for performance based tests
- Making sure that hearing aids or other amplification equipment are functioning properly

For the physically handicapped:

- Making sure testing area, materials, and equipment are "accessible" to the student
- Considering the need for special equipment or tools
- Providing modifications to accommodate the learner's poor motor coordination (i.e., verbal rather than written testing, safety factors)

For the speech impaired:

- Structuring the testing situation so that the learner does not have to orally communicate the answers
- Making sure the learner understands the directions and test items

For the visually impaired:

- Using large print or braille tests
- Using oral testing
- Using "hands on" testing
- Making sure lighting is adequate for the learner

Who Can Help?

Vocational teachers and other professionals involved in employment-related education and training should realize that they are not alone in their efforts to meet the needs of the special needs learner. When a special needs learner is placed in a vocational training program, the teacher becomes a partner in a cooperative effort to provide effective and appropriate instruction for that individual.

If you are working in a secondary or postsecondary public school setting, the first place to seek help is your school's special education or special needs coordinator or resource teacher. If you are working in a setting that does not have such assistance, help may be requested from the following organizations or agencies:

State Organizations/Agencies

Central Indiana Radio Reading, Inc.
Box 110, Jordan Hall
Butler University
Indianapolis, IN 46208
(317) 283-6352

Developmental Training Center
Indiana University
2853 East 10th Street
Bloomington, IN 47405
(812) 335-6508

Division of Special Education
Department of Public Instruction
229 State House
Indianapolis, IN 46204
(317) 927-0216

Division of Vocational Education
Department of Public Instruction
229 State House
Indianapolis, IN 46204
(317) 927-0257

Indiana Association for Children and Adults
with Learning Disabilities
P.O. Box 20584
Indianapolis, IN 46220

Indiana Association for the Deaf
445 North Pennsylvania
Indianapolis, IN 46204
(317) 636-3323

Indiana Association of Rehabilitation Facilities
615 North Alabama Street, Room 422
Indianapolis, IN 46204
(317) 634-4957

Indiana Association for Retarded Citizens
1 Virginia Avenue
Indianapolis, IN 46204
(317) 632-4387

Indiana Muscular Dystrophy Association
6201 Lapa Trail, Suite 100
Indianapolis, IN 46268
(317) 298-9640

Indiana Office of Occupational Development
150 Market Street, 7th Floor
Indianapolis, IN 46204
(317) 232-8506

Indiana School for the Blind
7725 North College
Indianapolis, IN 46204
(317) 253-1481

Indiana School for the Deaf
1200 East 42nd Street
Indianapolis, IN 46205
(317) 924-4374

Indiana State Board of Vocational and
Technical Education
401 Illinois Building
17 West Market Street
Indianapolis, IN 46204
(317) 232-1810

Indiana Teachers of English to Speakers
of Other Languages (INTESOL)
Phillip Roth, President
3243 Washington Boulevard
Indianapolis, IN 46205

Indiana Vocational Rehabilitation Service
P.O. Box 7070
Indianapolis, IN 46207
(317) 232-1663

Instructional Materials Center for the Handicapped
Indiana Department of Public Instruction
Box 100, Butler University
Indianapolis, IN 46208
(317) 927-0392

Special Education or Vocational Education
Department of your nearest college or
university

State Department of Mental Health
1315 West 10th Street
Indianapolis, IN 46202
(317) 232-7844

Talking Book Service
7725 North College Avenue
Indianapolis, IN 46240
(317) 253-1481 (ext. 153)

United Cerebral Palsy of Indiana
445 Pennsylvania
Indianapolis, IN 46204
(317) 634-7134

Vocational Education Services
840 State Road 46 Bypass, Room 111
Indiana University
Bloomington, IN 47405
(812) 335-6711

National Organizations

(When contacting national organizations be sure to ask for State or Local Chapter information)

American Foundation for the Blind
15 West 16th Street
New York, NY 10011
(212) 620-2000

American Occupational Therapy Association
6000 Executive Boulevard
Rockville, MD 20852
(301) 770-2200

American Printing House for the Blind
1839 Frankfort Avenue
Louisville, KY 40206
(502) 895-2405

Council for Exceptional Children
1920 Association Drive
Reston, VA 22091
(703) 620-3660

Epilepsy Foundation of America
1828 L Street N.W., Suite 406
Washington, D.C. 20036
(202) 293-2930

National Association of Vocational Education
Special Needs Personnel (NAVESNP)
105 Bancroft Hall
University of Nebraska - Lincoln
Lincoln, NA 68588
(402) 472-2365

National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, OH 43210
(614) 486-3655, (800) 848-4815

National Clearinghouse for Bilingual Education
1300 Wilson Boulevard, Suite B2-4
Rosslyn, VA 22209
(703) 522-0710, (800) 336-4560

Teachers of English to Speakers of
Other Languages (TESOL)
202 D.C. Transit Building
Washington, D.C. 20057